School Quality Review Report

Edison Intermediate Center
South Bend Community School Corporation
February 6 & 8, 2018

Technical Assistance Team Members

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I.   Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

> *(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.
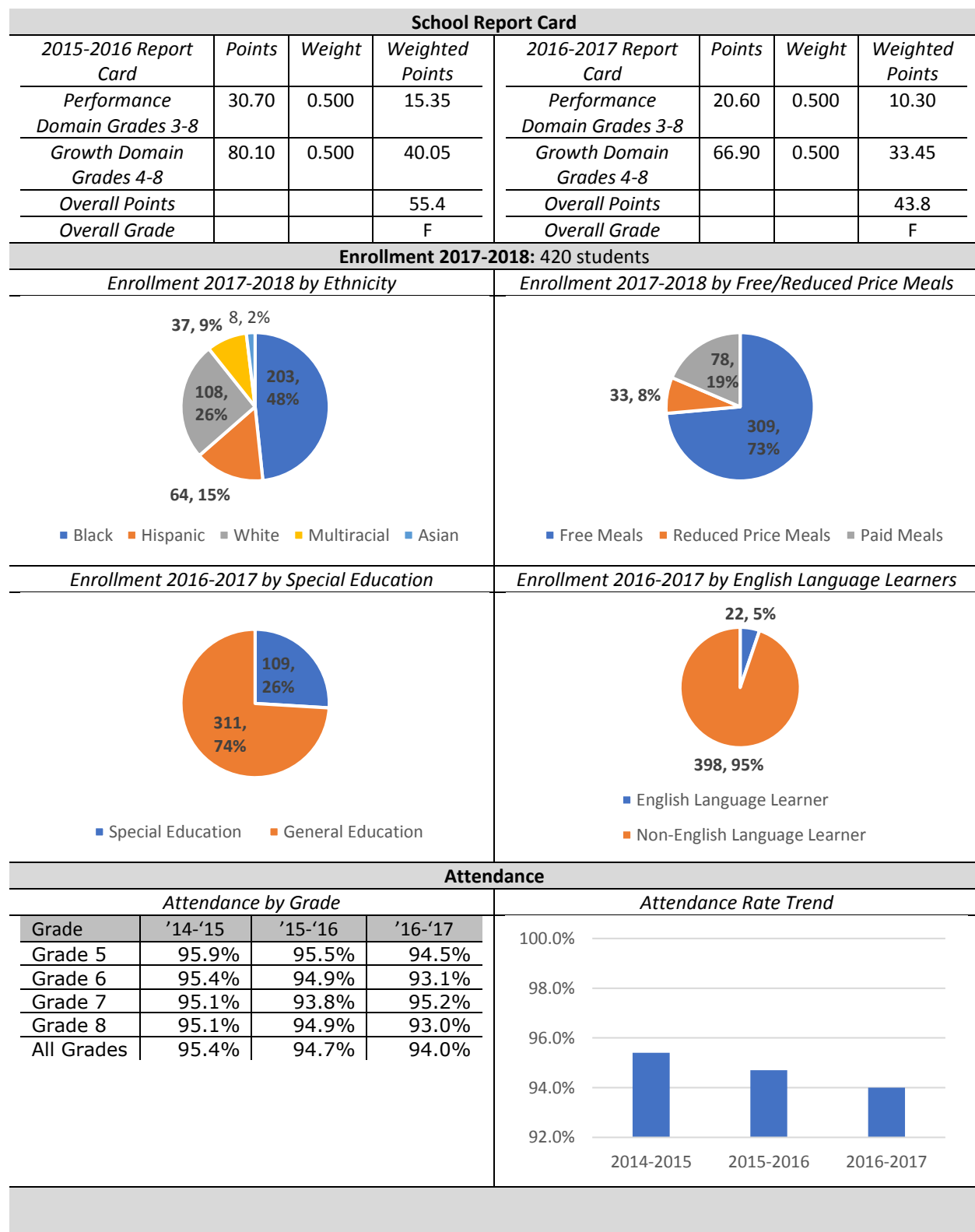

II.   Overview of the School Quality Review Process

The School Quality Review process is designed to identify the school's strengths and areas for improvement organized around the United States Department of Education's Eight School Turnaround Principles. In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) conducted 33 classroom observations, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 9 teachers participating. Parents were also invited to complete a survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

# III.   Data Snapshot for Edison Intermediate Center[1]

School Report Card							
2015-2016 Report Card	*Points*	*Weight*	*Weighted Points*	*2016-2017 Report Card*	*Points*	*Weight*	*Weighted Points*
Performance Domain Grades 3-8	30.70	0.500	15.35	*Performance Domain Grades 3-8*	20.60	0.500	10.30
Growth Domain Grades 4-8	80.10	0.500	40.05	*Growth Domain Grades 4-8*	66.90	0.500	33.45
Overall Points			55.4	*Overall Points*			43.8
Overall Grade			F	*Overall Grade*			F

Enrollment 2017-2018: 420 students

Enrollment 2017-2018 by Ethnicity	*Enrollment 2017-2018 by Free/Reduced Price Meals*

37, 9%   8, 2%

203, 48%

108, 26%

64, 15%

- Black - Hispanic - White - Multiracial - Asian

78, 19%

33, 8%

309, 73%

- Free Meals - Reduced Price Meals - Paid Meals

Enrollment 2016-2017 by Special Education	*Enrollment 2016-2017 by English Language Learners*

109, 26%

311, 74%

- Special Education - General Education

22, 5%

398, 95%

- English Language Learner
- Non-English Language Learner

Attendance

Attendance by Grade	*Attendance Rate Trend*

Grade	'14-'15	'15-'16	'16-'17
Grade 5	95.9%	95.5%	94.5%
Grade 6	95.4%	94.9%	93.1%
Grade 7	95.1%	93.8%	95.2%
Grade 8	95.1%	94.9%	93.0%
All Grades	95.4%	94.7%	94.0%

Attendance Rate Trend chart: 100.0%, 98.0%, 96.0%, 94.0%, 92.0% — 2014-2015, 2015-2016, 2016-2017

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[1] The data included in this snapshot was retrieved from the Indiana Department of Education's Compass website on 2/27/2018.

School Personnel

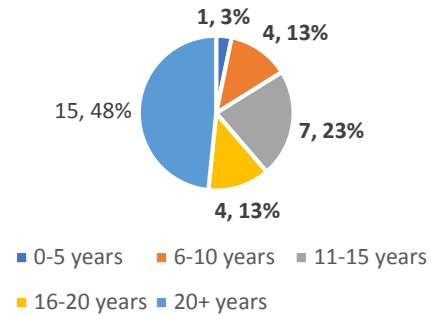### Teacher Count 2015-2016: 31 Teachers
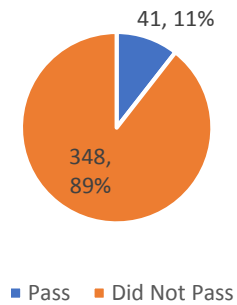
Teacher Count 2015-2016 by Ethnicity

1, 3% 1, 3% 3, 10% 1, 3%
26, 81%

■ Black ■ Hispanic ■ White ■ Multiracial ■ Asian
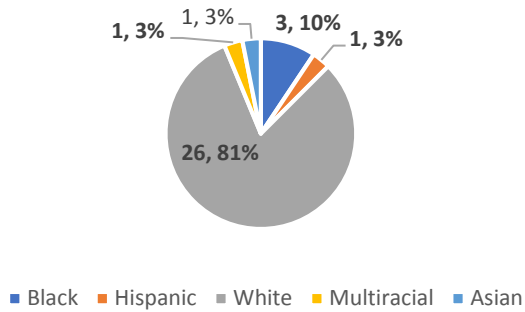
Teacher Count 2015-2016 by Years of Experience

1, 3% 4, 13%
15, 48% 7, 23%
4, 13%

■ 0-5 years ■ 6-10 years ■ 11-15 years
■ 16-20 years ■ 20+ years

Student Academic Performance

ISTEP+ 2016-2017 Both English/Language Arts and Math

41, 11%
348, 89%

■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend Both English/Language Arts and Math

23.8% 19.9% 10.5%

■ Statewide ■ Corporation ■ School
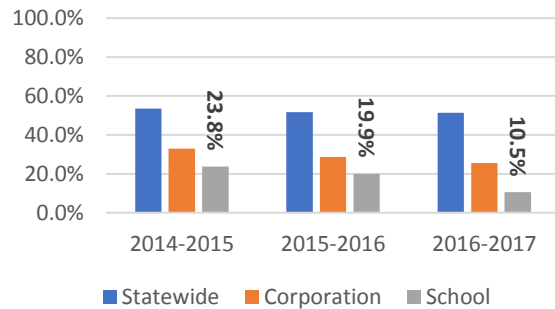
ISTEP+ 2016-2017: English/Language Arts

97, 25%
294, 75%

■ Pass ■ Did Not Pass
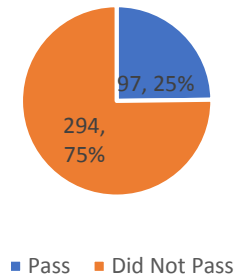
ISTEP+ Percent Passing Trend: English/Language Arts

36.9% 32.1% 24.8%

■ Statewide ■ Corporation ■ School

ISTEP+ 2016-2017 Math

57, 14%
340, 86%

■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend Math

31.6% 25.9% 14.4%

■ Statewide ■ Corporation ■ School
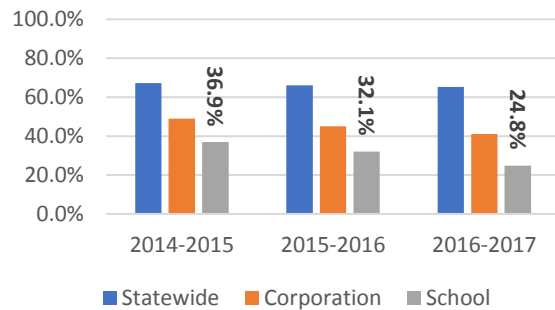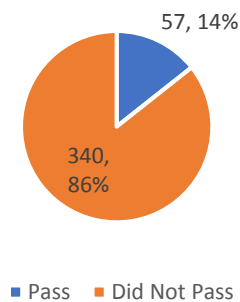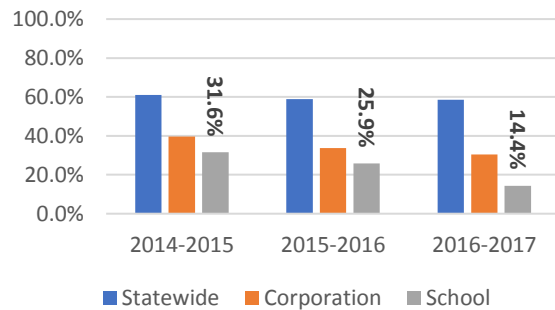
Background

The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

IV.   Evidence and Rating for School Turnaround Principle #3: Effective Instruction

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Focus Group, Teacher Survey Data, Student Focus Group, Parent Focus Group, Artifacts Provided by School Leader			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			

Strengths	**Aligned Turnaround Principle Indicator(s)**
• In many classrooms, students displayed a cognitive readiness to engage in rigorous instructional expectations.	• 3.2
• Multiple data points are available to inform instructional and programmatic decisions.	• 3.5

Areas for Improvement	**Aligned Turnaround Principle Indicator(s)**
• The school lacks a culture of high academic expectations for all students. Ineffective instructional leadership, such as showing the inability to define effective classroom practice, being unable to articulate strategies for improving instruction, and the inability to accurately monitor student mastery of objectives, contributes to a culture of low expectations.	• 3.6, 3.5, 1.1, 1.2, 1.4, 2.3
• In many classrooms, the "taught" curriculum does not align to the rigor and expectations of the Indiana Academic Standards. Daily learning objectives or targets are absent, unclear, or not aligned to standards.	• 3.1, 1.5

• Classroom observations revealed limited evidence that instructional strategies are intentionally selected based on student needs. Despite the majority of students at Edison currently performing below grade level, the most frequently observed instructional strategy was teacher-led, whole group instruction that lacked differentiation and an intentional scaffolding towards a rigorous depth of knowledge.	• 3.2, 3.3, 3.4, 3.5, 1.7

V. Evidence and Rating for School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

<table>
<tr><td colspan="4">School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems</td></tr>
<tr><td colspan="4">Evidence Sources</td></tr>
<tr><td colspan="4">Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Focus Group, Teacher Survey Data, Artifacts Provided by School Leader</td></tr>
<tr><td colspan="4">Rating</td></tr>
<tr><td>1
Ineffective

No evidence of this happening in the school</td><td>2
Improvement Necessary
Limited evidence of this happening in the school</td><td>3
Effective

Routine and consistent</td><td>4
Highly Effective

Exceeds standard and drives student achievement</td></tr>
<tr><td colspan="4">Evidence</td></tr>
<tr><td colspan="3">Strengths</td><td>Aligned Turnaround Principle Indicator(s)</td></tr>
<tr><td colspan="3">• Teachers have access to standards-aligned curriculum maps.</td><td>• 4.1</td></tr>
<tr><td colspan="3">• Teachers have periodic access to data in order to inform instructional decisions.</td><td>• 4.2</td></tr>
<tr><td colspan="3">Areas for Improvement</td><td>Aligned Turnaround Principle Indicator(s)</td></tr>
<tr><td colspan="3">• The current intervention model does not adequately address the academic needs of students who are two or more grade levels behind. All students are assigned to ELA interventions on the same program during Success period, regardless of academic need. While the online reading program does differentiate its content, it is insufficient as the sole support for instructional intervention.</td><td>• 4.1, 4.2, 4.3, 4.4, 7.1</td></tr>
<tr><td colspan="3">• Data analysis is infrequent and isolated from ongoing instructional decision-making and professional learning. Existing protocols focus disproportionately on analyzing the change in numbers, not reflecting on instructional practice.</td><td>• 3.3, 3.5, 3.6, 4.2, 4.3, 4.5</td></tr>
<tr><td colspan="3">• The district does not provide formative assessments in literacy and math, and there is minimal evidence that teachers use ongoing formative assessment data to gauge student progress or differentiate instruction.</td><td>• 3.5, 3.6, 4.3</td></tr>
</table>

VI.   Evidence and Rating for School Turnaround Principle #6: Effective Use of Data

School Turnaround Principle #6: Effective Use of Data			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Instructional Leadership Team Meeting, Principal Meeting, District Leadership Meeting, Teacher Survey Data, Artifacts Provided by School Leader			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			

Strengths	**Aligned Turnaround Principle Indicator(s)**
• If implemented with fidelity, the partnership with Data Wise has the potential to shift the use of data from monitoring numbers, to informing rigorous, ongoing instructional reflection by the staff.	• 6.2,1.7, 3.5, 4.2, 4.5
• The school improvement plan reflects a focus on climate and culture data with the goal of reducing student suspensions. It is unclear how these data are used throughout the year; however, effort has been made to identify the total number of incidents resulting in suspension, and which students are being suspended the most.	• 6.1
Areas for Improvement	**Aligned Turnaround Principle Indicator(s)**
• Systems are not in place to enable staff to review and analyze data to inform instructional decisions. The absence of consistent data analysis protocols, clear expectations for teacher collaboration, and timely, user-friendly reports inhibits teachers and leaders from using student learning data as a reflective tool to inform instructional improvement.	• 6.2, 1.1, 1.6, 1.7
• There is limited evidence that regular classroom observations and ongoing data analysis are used by the instructional leadership team to identify teacher learning needs. Therefore, professional development is not intentionally linked to teacher learning needs.	• 6.3, 1.4, 1.5, 1.6, 1.7, 2.2
• There was no evidence of a consistent, school-wide PBIS system that would allow for the ongoing analysis of student behavior data to inform socio-emotional supports.	• 6.1, 2.2, 2.1, 1.3

VII.   Recommendations

Background: This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Edison. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Develop and communicate a clear vision for teaching and learning at Edison Intermediate Center grounded in a common belief. The vision should include clear expectations for every adult in the building, related to how they will interact with children, and the systems and structures they must have in place to support children. Establish ongoing monitoring and feedback cycles to ensure all adults in the building are invested in and are accountable for pursuing that vision.
Aligned Turnaround Principle(s)
1.1, 2.3, 3.6
Rationale
Low expectations for student behavior and academic achievement are pervasive. The current school improvement plan does not articulate a clear vision or mission for Edison Intermediate Center. In turn, the absence of a shared vision and mission inhibits the ability for teachers and leaders to coordinate their efforts towards a clear and tangible outcome.   There is not a shared belief throughout the building that all children can learn, nor that it is the responsibility of the adults in the building to establish consistent structures, routines, and supports to ensure student success. This was apparent throughout classrooms in the building, as evidenced by classroom observation data. High expectations for academics were evident in less than one-third of the observed classroom, and high expectations for behavior were evident in just over half of observed classrooms. Scaffolding towards a rigorous depth of knowledge was evident in 12% of observed classrooms, while instructional differentiation was evident in 6% of classroom observations. Further, the use of higher order thinking questions was evident in 15% of observed classrooms.   The presence of low behavioral and academic expectations is also evident in parent survey responses. Less than 40% of parents agreed at any level with the statement, "In our school, struggling students are quickly identified and provided with additional instructional support;" and, 50% of parent survey respondents disagreed with the statement, "Parents are informed if a child is struggling and given suggestions to help them at home." Specific parent comments include, "My children that go (to Edison Intermediate Center) are not prepared for high school whatsoever. I have three children that attend or have attended Edison, one is now at Adams and was hopelessly unprepared upon arrival. I am now worried about the others." Another parent commented, "I know and understand that we all have to work together to raise these children into fully functioning stewards from our society. But things need to change. It is not okay for our teachers to expect bad behavior from our students. It is not okay to just expect mediocrity from these students. If we expect excellence, they WILL (sic) step up."   A clear vision that commands high expectations for students and establishes accountability for the adults in the building, promotes significant and sustained student success.

Recommendation 2
Establish a non-negotiable set of school-wide instructional expectations to ensure the minimum level of structures and routines are in place to support student success. These may include, but are not limited to: standards-aligned objectives in every classroom, clear entry and exit protocols for students, bell-to-bell instruction, consistent classroom management systems, a homework policy, hallway transition procedures, student organizational structures, and daily formative assessments to inform adjustments to future instruction.
Aligned Turnaround Principle(s)
3.6, 4.5, 1.1, 1.2, 2.2
Rationale
The current climate in the school is not conducive to learning. While bright spots exist, the school culture can be defined by its inconsistency and ineffectiveness. Evidence collected throughout the visit revealed the absence of a consistent system to promote positive student behavior, basic school-wide procedures and routines to promote a positive and orderly learning environment, and effective support teachers who are new to the building.

Although the school improvement plan states, "School-wide Positive Behavior Supports were developed in 2015 to teach and reinforce positive behavior within the learning environment," there was no evidence of a consistently implemented system of positive behavioral supports. Students reported the existence of a reward system, but stated it was used inconsistently throughout the building. Classroom observations revealed that teachers respond to student behaviors quickly and respectfully in less than 50% of classrooms. Additionally, data illustrates that teachers recognize and reinforce positive behavior in less than one-third of observed classrooms. Students also expressed frustration with how behavior was managed in the classroom, suggesting adults in the building raise their voice in response to student misbehavior, rather than remaining calm and executing a predetermined behavior management protocol. TAT members observed a teacher yelling at students in at least one classroom during observations.

The school improvement plan also states, "School-wide expectations and procedures (are) taught and retaught to every student;" however, procedures and routines vary widely from classroom to classroom and grade to grade without any evidence of intentionality or consistency. While staff members are visible in the hallways during transitions, students were observed running through the halls on multiple occasions without any consequence and minimal redirection. Additionally, there was no evidence of a school-wide procedure for lesson structure as few classes began with a clear and appropriate bell-ringer, and the last few minutes of multiple classrooms were designated as student free time. The lack of consistent, school-wide structures and routines accompanied by embedded support, monitoring, and accountability contributes to the poor academic culture that permeates the building.

Finally, with 6 first year teachers and 7 teachers new to South Bend and/or Edison, 5 of whom began after the school year had already started, the absence of school-wide procedures and structures make it very difficult for new teachers to be successful at Edison. There are multiple opportunities for support (new teacher onboarding, regular meetings with grade-level team leaders); however, the support new teachers receive is disproportionately related to administrative aspects of the job such as benefits, PowerSchool, and how to submit a service ticket for technology. While it is clear colleagues in the building support each other, the lack of established procedures and routines leaves new teachers to make sense of multiple lines of feedback and suggestions on their own.
Without an established and adequate set of school-wide procedures and routines to support student success, the school could continue to face regular staff turnover and struggle to improve instructional rigor and student achievement. |

Recommendation 3
Strategically redesign the intervention block to include standards-based remediation in ELA and Math aligned to individual student needs and informed by regular analysis of formative assessments. Monitor and evaluate for effectiveness based on defined student learning goals. As an initial step, the school should supplement the online program with standards-based, differentiated interventions for small groups of students, then gradually build to a more blended model to support all student learning needs (including enrichment).
Aligned Turnaround Principle(s)
4.5, 4.3, 3.1, 1.7, 6.2
Rationale
The current system includes 30 minutes of daily instructional interventions focused on ELA/reading that relies heavily, if not solely, on adaptive computer software to deliver instructional supports. The current system lacks relevance for students, fails to address the individual learning needs of all students who are two or more years behind, and is isolated from the larger instructional programming throughout the building. Although the program is adaptive, and provides data on student growth, it is unclear if the initial placement of students (based on their Fall NWEA scores) was accurate. Students shared that several of their peers were frustrated with the low rigor of the online content, and teachers explained that was a result of them being assigned to a lower performance level after not taking the placement test (NWEA) seriously. Students also shared that reading passages regularly repeat themselves on the program as a result of not demonstrating mastery on a previous attempt. There was no evidence that additional instructional support is provided to these students outside of the online reading program. During classroom observations, several students were observed either disengaged from the instructional content, or actively engaging with online content outside of the reading intervention program. While some teachers attempt to increase investment by sharing data on academic growth and fidelity to the program with individual students, there does not seem to be a school-wide expectation for how teachers will monitor and support students during interventions. As a result of the redundant content and inconsistent systems and structures to invest individual students in its ongoing progress, the current intervention system lacks rigor and relevance for individual students. The current intervention system fails to adequately address the diverse learning of students at Edison. In 2017, students at Edison Learning Center demonstrated lower proficiency and lower student growth in math than they did ELA. Despite this demonstrated need, all students are currently assigned to an online ELA remediation program which relies heavily on the adaptive nature of the software to meet individual student needs. This limited approach leaves several students with demonstrated learning needs in math or specific areas of ELA without the critical instructional support required to push them towards proficiency. Additionally, the current intervention program is not informed by regular analysis of formative assessments aligned to classroom instruction. Moreover, whole group is the primary means of instruction, with few exceptions. Instructional differentiation was evident in 6% of observed classrooms. As a result, the current intervention system fails to adequately address the individual learning needs of students who are two or more years behind in ELA and Mathematics.   The Data Wise process holds the opportunity to systematically link Tier 1 instructional planning/execution, data analysis, and intervention or enrichment programs; however, the school has yet to execute the initial cycle of the Data Wise process as of February, 2018. The existing intervention program is isolated from Tier 1 instruction and fails to promote or support ongoing

instructional reflection and improvement. Rather, teachers are directed to focus on student fidelity with the program (time on task) and monitor the number of minutes students are actively engaged. There is no evidence of expectations or structures to support teachers in analyzing student performance to inform ongoing adjustments and improvements to Tier 1 instruction.

While the over-reliance on a computer-based program has isolated interventions from the larger instructional program within the school, it does provide an infrastructure through which to introduce more targeted and meaningful instructional supports for students. The school should analyze existing student performance data to strategically target students in each grade level for standards-based, teacher-led enrichment and interventions in order to adequately address student learning needs.

VIII.   Appendix A: Evidence for Remaining School Turnaround Principles

Background
We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #1: School Leadership
Evidence Sources
Leadership Self-Evaluation, Leadership Team Meeting, Principal Meeting, District Leadership Team Meeting, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations
Evidence Summary
Strengths • The current principal was assigned to Edison Intermediate Center to help rebuild relationships between teachers and school leadership, and among the teaching staff. (1.3) • The school leader works proactively within the district human resource structures to identify and recruit educators to fill vacancies early in the hiring process and throughout the school year. (1.9) • The current master schedule has been redesigned to include daily opportunities for grade-level planning and collaboration among teachers, and 30-minutes of daily academic interventions for all students in the school. (1.8) Areas for Improvement • The principal has not established a coherent vision of high expectations for all students and accountability for adults that is understood and supported by the school community. (1.1)   • The school lacks a cohesive plan to establish meaningful goals, monitor progress, and use ongoing data analysis to inform adjustments to the school's overall plan. The current student achievement goals to increase proficiency on ISTEP+ to 75% outlined in the school improvement plan are not relevant to students and teachers in the building. (1.2)

- The current level of instructional leadership in the building is insufficient to meet the learning needs of all students at Edison Intermediate Center. While some structural changes are planned for the 18/19 school year to buttress the principal's capacity to provide effective instructional leadership, the lack of urgency related to instructional quality in the building is evident. (1.5)

School Turnaround Principle #2: Climate and Culture

Evidence Sources
Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

Evidence Summary
Strengths
- Students and adults report feeling safe in the building. (2.1)
- The facility is clean and does not have any obvious areas of disrepair. (2.1)

Areas for Improvement
- There is minimal evidence that high expectations for professionalism, instruction, and communication exist throughout the building. Evidence of rigorous instruction and student learning is limited to few classrooms. (2.3)
- There are no common classroom routines or instructional strategies in place. Classrooms are visited without a systematic focus targeting specific instructional strategies. (2.2)
- Expectations for instructional practices are unclear. Teachers do not receive adequate and effective support to use instructional strategies and data to improve instruction. New teachers reported that the majority of support was focused on administrative aspects of the job, not how to be an effective teacher. (2.2)

School Turnaround Principle #5: Effective Staffing Practices

Evidence Sources
Instructional Leadership Team Meeting, Principal Meeting, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys

Evidence Summary
Strengths
- The school corporation provides a list of qualified candidates to all school leaders early enough in the hiring process to provide an opportunity for principals to interview candidates and fill vacancies prior to the beginning of the school year. (5.1)
- Over 75% of respondents to the parent surveys agreed or strongly agreed with the statement, "My student usually has the same teacher from the beginning to the end of the year." Evidence demonstrated that the majority of teaching positions are consistent throughout the year, with only a few mid-year vacancies. (5.1)

Areas for Improvement
- There is minimal evidence that the school corporation modifies hiring practices and procedures. No attempts to provide additional compensation, differentiate teacher

appreciation grants, or provide other incentives to teach in a school turnaround environment were evident. (5.1)
- There is no evidence that professional development enables teachers to continuously reflect, revise, and evaluate their own classroom instruction. While professional development may be provided, it lacks necessary follow-up and consistency to effectively execute a continuous improvement cycle. (5.3)
- Ongoing teacher evaluation and feedback is not evidenced to be consistently used to improve classroom practice, inform professional development, and increase student learning outcomes. (5.2)

School Turnaround Principle #7: Effective Use of Time
Evidence Sources
Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Classroom Observations, Parent Surveys
Evidence Summary

Strengths
- The master schedule design includes consistent time for regular collaboration among grade-level teams and daily interventions for students. (7.1)
- The master schedule has been adjusted to provide additional learning time for ELA and Math for all students. (7.2)

Areas for Improvement
- Student transitions, including the first five minutes and last five minutes of class, are unstructured, disorderly, and lack urgency for effective instructional time. (7.1)

School Turnaround Principle #8: Family and Community Engagement
Evidence Sources
Leadership Focus Groups, Principal Meetings, Educator Surveys, Educator Focus Groups, Student Focus Groups, Parent Surveys, Parent Focus Groups, Community Focus Groups
Evidence Summary

Strengths
- Nearly 75% of respondents to the parent survey agreed with the statement, "The principal and teachers make parents feel welcome." (8.1)
- Evidence during the review demonstrated that community groups are welcomed as members of the school family, collaborating over the needs of students. (8.2)

Areas for Improvement
- Staff members repeatedly stated their desire to have more parental involvement, while parents expressed a deep desire to have more meaningful opportunities to be involved.

Moreover, less than 50% of parents agreed with the statement, "Our school works with parents to build positive relationships and to engage them as partners in their children's learning." (8.2)

- The school does not provide any consistent and formal opportunities, such as parent focus groups, parent surveys, or events out in the community to collect meaningful feedback and input from parents and families. (8.1)